**What’s In and What’s Out?**

*A line by line comparison to help adult educators, instructional leads, and program administrators understand how the instructional shifts impact teaching, classroom resource selection, and impact student learning outcomes.*

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| IN | OUT |
| 1. Focusing on the complexity of what students read | 1. Focusing only on what students can do with what they read (skills) |
| 1. Texts worthy of close attention (CLOSE reading process) | 1. Reading any ‘ol text |
| 1. Emphasizing informational texts | 1. Emphasizing narratives |
| 1. Coherent sequences of texts | 1. Collection of unrelated texts |
| 1. Mostly text-dependent questions | 1. Mostly text-to-self questions |
| 1. Writing evidence-based analyses | 1. Writing personal narratives |
| 1. Accent on academic vocabulary | 1. Accent on literacy terminology |
| 1. Emphasis on reading and re-reading texts | 1. Emphasis on pre-reading strategies to understanding texts |
| 1. Emphasis on specific content and themes (e.g., U. S. Founding Documents) | 1. Content-free and selecting any resource at random |
| 1. Student supports (pre-mediation) | 1. Student supports (only re-mediation) |